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ABSTRACT

This state of the art report on instruction in English as a second language (ESL) in the states of Maine, New Hampshire, and Vermont in 1984 covers all educational levels but does not address funding or related political issues. The study was conducted by direct contacts with 150 individuals in the field. An introductory section discusses the study's goals, methodology, and scope, and subsequent chapters outline current activities in and in support of ESL instruction in the public schools, adult education, and higher education, the role of state and private agencies, ESL teacher training efforts both in higher education and through state and other agencies, certification in ESL, and support networking and consultation. Within each chapter, ESL efforts are presented separately for each of the three states. Appendices contain data on enrollment and staff levels at each ESL instruction site in the public schools and in adult education, lists of contact persons, and a brief list of resources. (MSE)

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English as a Second Language

in

Northern New England

The State of the Art

1984

by

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FOREWORD

This research grew out of a steadily increasing curiosity about ESL instruction in Northern New England. As I conducted workshops, attended professional meetings and talked to people in state agencies, I became aware that many of the questions I had were unanswerable. At least no one seemed to have the answers readily available. I wanted to know how many people were being instructed in ESL? Where? By whom? What training programs were being offered by the various institutions and agencies?

Since my casual research produced a very sketchy picture of the ESL scene, I decided to undertake a more formal investigation. I have been working on this project since early February, 1984. Although many of the people I have contacted have been most cooperative, others have not. I have accumulated significant quantities of data but at the same time I have become painfully aware that it will take years to get a complete picture - and global accuracy may be elusive forever as the situation is constantly changing.

Nonetheless, I believe that what I have discovered is interesting, and the data should be of value to ESL professionals, state and other agencies, and institutions of higher learning. For that reason I have decided to ask NNETESOL to publish a limited edition of this report. It is my intention to update the data periodically and to refine my collection methods so that future appendices will be more complete.

While I have sought to report the data as it was communicated to me, I assume full responsibility for any misinterpretations or misrepresentations of the facts.

I would like to extend my sincere thanks to all who cooperated with this project and to the Executive Committee of NNETESOL for their support and encouragement.

Keene, N.H.
September, 1984

I

INTRODUCTION

A. Goals

The goals of this study were to develop a comprehensive picture of ESL instruction in Northern New England and to make these data available to concerned individuals.

B. Methodology

Since there were no comprehensive existing data on which to build, it was necessary to use a "discovery approach" to construct the report contained herein. Starting with the known elements, i.e., awareness of certain key contact persons and programs, new sources of information were uncovered and pursued. No potential source of data has been consciously ignored. Nonetheless, as stated in the foreword, some contacts have failed to respond and there can be no doubt that isolated cases of ESL instruction have eluded my attention. In all, some 150 persons were directly contacted and asked to provide information. Most contacts were made by mail, several by telephone and in one or two instances by a personal visit.

C. Scope

This report contains very little reference to the historical development of ESL instruction in Northern New England since the goal is to present a "State of the Art" report. All the data reflect the ESL scene in 1984, at the time of reporting. As most ESL professionals are aware, the numbers are constantly changing due to the highly mobile population. For that reason, statistical data appear as appendices which can be updated as the need arises. I specifically did not investigate the matter of funding of ESL instruction. As most of my readers will know, this is a highly politicized subject and one that merits our attention. However, I did not want hostility due to program costs to become an obstacle to my collection of information.

II

ESL in the Public Schools

A. Maine

The Department of Educational and Cultural Services reports that one or more children are being instructed in ESL at the K-12 levels at 25 sites around the state. A report prepared by Dr. Robert Boose, Commissioner of Educational and Cultural Services (1984) indicates that ESL instruction was being offered in 7 additional sites as of the end of May, 1983. Of these 32 schools, fifteen have furnished current data. Nonetheless, it can be assumed that instruction in ESL continues in most of the centers identified. One site, Orono, reports that their ESL clients (Cubans) have left the area thus terminating the program.

The language backgrounds of the children include Cambodian, Polish, Vietnamese, Lao, Afghani, French, Spanish and Passamaquoddy. The pattern for instructional staffing is not surprising. For the most part only the sites with large numbers of ESL clients have full-time ESL teachers. Many schools opt for either full-time aides, part-time teachers or both. Volunteers do not seem to be as widely used as one might expect.

B. New Hampshire

The EEO office of the New Hampshire Department of Education provided consulting services in ESL at thirty-six sites during the 1983-84 academic year. Though one might assume that all of these sites had one or more clients receiving instruction in ESL, apparently this is not the case, given the feedback from several schools contacted.

It appears that no area of N.H. is without some limited English school-age children though the distribution is uneven, the concentration being in the urban areas of the South Central and Southeast sections of the state.

The information gathered to date indicates that only Nashua and Manchester employ full time ESL teachers. Most of the other sites employ part-time teachers to service the ESL clients. A few have part-time aides and/or volunteer tutors.

Linguistic diversity is impressive in New Hampshire, especially in Manchester and Nashua. Nashua, for instance, reports that school children come from 27 different language backgrounds besides English. Most of those with limited English however, are recently arrived Hispanics and Southeast Asians.

C. Vermont

It has been difficult to determine the nature of ESL instruction in Vermont. The most complete response was provided by the Rural Education Center, currently housed at the South Burlington Middle School. The Language and Cultural Affairs Director, Amy Johnston, reports that there are about 400 students of limited English Proficiency in Vermont. These LEP's are spread over 35 districts (out of a total of 62.)

Over the past four years Vermont has only hired four full-time ESL teachers. Each year about 10-12 part-time tutors are employed.

A major program for servicing Southeast Asian clients is the Bilingual Education Project, also located in Burlington. This project provides ESL instruction to students from seven area high schools. Two full time tutors provide instruction for some 35 students.

III

ESL in Adult Education

A. Maine

"Adult Education programs are offered by local school units strictly on a voluntary basis. Therefore, adult ed varies throughout the state and consists of a variety of programs"(Boose, 1984, p. 5)

According to data provided by the Department of Educational and Cultural Services, ESL is taught to adults at 29 sites. The Boose report, referred to earlier, lists only 11 sites but includes one not appearing on DECS' list, namely Skowhegan. The state office of Adult and Community Education reports that ESL is offered at 35 sites. About 20 of these have refugees as clients. Nineteen of the thirty sites responded to my request for current data.

In terms of ESL staff, far and away the greatest number are volunteer aides. Nearly all of the programs have a few part-time teachers as well. Only one Center, Waterville, indicated that a full-time ESL teacher is employed.

The language backgrounds of clients are similar to those of children in the public schools: Cambodian, Vietnamese, Lao, Polish, Afghani, Hispanic.

B. New Hampshire

Dr. Thomas Sousa, ESL Consultant for the State Dept. of Education reports that ESL is offered in eleven of the Adult Basic Education Centers. Since these programs are subsidized by federal, state and local funds, each ESL site has at least one paid ESL instructor though these staff members are usually hired on a part-time basis.

Some programs apparently make extensive use of volunteer tutors while others get by with an occasional aide. In one case, Concord, a VISTA volunteer worked with the ESL program.

The Adult Tutorial Program is administered by the State Office of Adult Education. Its function is to provide "an alternative to adults who may not wish or who are unable to attend ABE/ESL classes held in a school setting.1

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1. Directory of Adult Education Programs, School Year 1983-84, p. 3.

The ATP sites are set up by counties and number twelve. Of these, Dr. Thomas Sousa identifies eight as having ESL programs. My research indicates that one additional site (Claremont), has recently been serving a small number of ESL clients.

Since these are volunteer tutorial programs, nearly all of the instructional staff members are unpaid tutors. An exception would be Keene where there are three paid part-time teachers.

The language backgrounds vary from site to site but South East Asians seem to make up the bulk of the clientele.

C. Vermont

The chief of Adult Education, Sandra Robinson, reports that ESL is offered in each of the eleven ABE centers in Vermont. At this juncture, I have no information on numbers of clients or ESL staff as I have been unable to get a response from the personnel concerned.

V

ESL in Higher Education

A. Maine

Apparently, the only institution offering ESL at the college level is Husson College in Bangor. The International Center of Language Studies reports that the number of students varies with each session (13 in October, 1984) as does the instructional staff (4-6). A new session starts each month and runs for four weeks. Subsequently, students move into regular programs at American institutions of higher learning.

B. New Hampshire

At the present time, New Hampshire College in Manchester seems to be the only institution of higher learning offering ESL instruction. The Coordinator of the Intensive English Program, Diane Dugan, reports that sessions run for 14 weeks during the academic year and for 7 weeks during the summer. While enrollment fluctuates considerably, the recent average has been 20 students per session.

There are six full-time ESL teachers, including the coordinator, working in the program.

All other colleges in New Hampshire require foreign students to score above 500 on the TOEFL. However, Hawthorne College and New England College send students to New Hampshire College for remedial ESL instruction.

Hesser College was engaged in ESL activity for a while but reportedly no longer accepts international students.

The University of New Hampshire ran a Summer ESL institute for several years in the early 80's.

C. Vermont

The two principal ESL programs at the higher education level are at opposite ends of the state: The School for International Training in Brattleboro and St. Michael's College in Winooski.

The School for International Training runs all International Students of English Program. This program consists of intensive ESL study during 4 or 8 weeks totalling 44 weeks per year. The program averages 45 students. There are three permanent staff members and one part-time instructor.

St. Michael's Program in English for International Students, at 30, is the oldest in New England. The Director, Norman

Lacharité, reports that in 1983-84, 265 students enrolled in the ESL classes. These clients were instructed by 13 ESL teachers, eight of whom were full-time.

The University of Vermont has a one semester remedial English course for foreign students who are deficient in oral and written English.

VI

The Role of State Agencies

A. Maine

The Department of Educational and Cultural Services has oversight of ESL instruction in the state. The Commissioner has required that schools provide "appropriate language instruction to all students with limited proficiency in English." The Department maintains lists of program sites and contact persons and identifies the number of ESL clients in each program. "The state of Maine, at present, provides no special state financial assistance to schools which bear the impact of the arrival of refugee students." (Boose, 1984, p. 3) However, some funding is available as a result of the Refugee Act of 1980. Federal funds are allocated by the Office of Bilingual Education and Minority Affairs to the Maine Dept. of Educational and Cultural Services which in turn subgrants the funds to local school units.

Sanford is currently receiving funds under Title VII. These funds are not guaranteed - they must be sought competitively every three years.

The state reimburses the local school units for the costs of operating adult education programs. This reimbursement can include up to 75% of instructional salaries for ESL courses.

The Dept. of Educational and Cultural Services also administers federal funds provided under the Adult Education Act. These funds are awarded competitively with priority being given to programs offering instruction to limited English speaking adults.

B. New Hampshire

There are essentially four offices in Concord which have functions related to ESL instruction. As in other states, Chapter I (a/k/a Title I) may provide funds for ESL instruction so long as the other criteria for qualification are met. I.e., Chapter I does not directly sponsor ESL programs.

The Office of Adult Education of the General Instructional Services Section oversees the operations of all ABE and Adult Tutorial programs in the state. The programs are subsidized jointly by Federal, State and Local funds.

As will be explained later, this office provides a consultant service to all the programs under its jurisdiction. It also offers training workshops in areas where the need for tutors arises due to the arrival of new immigrant/refugee families.

The Office of Equal Educational Opportunity performs two functions. Technical Service is provided to any school (K-12) or school district which requests it. This service ranges from a one-to-one consultancy to a large-group training session. The office also responds to complaints based on perceived discrimination due to national origin or minority background. It is a function of the office to investigate complaints and if necessary, to recommend remedies to bring the school's program into line with federal requirements.

The State Refugee Coordinator, Division of Human Resources, operates in much the same way as her counterpart in Maine. Federal funds are channelled through the Refugee Resettlement Office by contract to local adult education programs involving newly arrived refugees.

The Office of Bilingual-Multicultural Education assists local districts in applications for federal funds, offers consulting services upon request and sponsors workshops for in-service training.

C. Vermont

The Chief of Adult Education has oversight of the eleven ABE centers around the state. The office also maintains a toll free Literacy Hotline. The Chief of the Educational Resources Unit is responsible for in-school ESL programs.

The New England Bilingual Education Service Center maintains an office in Burlington at the University of Vermont. The Coordinator provides consulting services on request to individuals and agencies in Northern New England.. The Burlington Bilingual Program comes under the auspices of this office.

The Rural Educational Center, located in South Burlington, houses the National Origin Desegregation, Bilingual Education, Vocational Education for Limited English Proficient Students, and Transition for Refugee Children Programs. The staff at the Center provide technical assistance on request to those school districts serving LEP students. Service has been provided in attaining funding, procuring materials, and training existing school personnel to instruct ESL.

The Vermont Refugee Resettlement Program has a coordinator for ESL who operates out of her home in Burlington. Classes are held in various public buildings or homes.

VII

The Role of Private Agencies

A. Maine

Literacy volunteers in Maine, affiliated with Literacy Volunteers of America, operates out of Litchfield. The Field Services Director reports that eighty-six students were being instructed in ESL by seventy volunteer tutors. In addition, the program has recruited three ESL professionals as workshop leaders to train tutors in various parts of the state.

The Diocesan Human Relations Sevices of Portland, Maine, is the agency which, under contract with the State Division of Human Services, runs the Refugee Resettlement Program. The ESL Coordinator reports that the program is funding instruction for 119 students who are being taught ESL by 16 volunteer aides and 15 part-time teachers. The actual instruction is sub-contracted to existing Adult Education programs.

B. New Hampshire

The Latin American Cultural Center in Manchester offers ESL classes to members of the Hispanic community. Classes are currently held at 11:00 A.M. on Tuesdays.

The Unaccompanied Refugee Minors Program, sponsored by the Diocese of Manchester, arranges for ESL instruction for the unaccompanied minors it places. There are currently 51 placements in New Hampshire. All are either of Cambodian or Vietnamese background. Most have been placed in public schools serving the foster parents' place of residence. A few are attending parochial or private schools.

C. Vermont

The Stowe School reports that they occasionally have a foreign student who needs some remedial work in ESL.

D. Other

Although they do not directly sponsor ESL programs in Northern New England, the following agencies do maintain contacts and provide referral services: The Refugee Services Division of World Relief, the Contact Literacy Center, the Lutheran Service Association of New England, and the International Center of Manchester, N.H. (See Appendix III for addresses of contact persons).

VIII

Teacher Training in ESL

A. Higher Education

1. Maine

The Bilingual Teacher Training Program at the University of Maine in Orono does not offer pre-service ESL training at the present time. There are plans to initiate such training in Southern Maine at a future date. In June, 1984, the program offered two five-day ESL institutes, one at the University of Southern Maine in Gorham and the other at the University of Maine in Orono. Thirty-nine ESL teachers participated in these institutes.

It has been reported that the Adult and Community Education Project at the University of Maine in Orono presents workshops to train ESL teachers who work, or plan to work, in Adult Education Programs.

2. New Hampshire

At the present time there are no degree programs in ESL offered by colleges and universities in New Hampshire. Keene State, Plymouth State and UNH - Durham have offered one or two classes in ESL on an occasional basis over the past several years.

However, Keene and Plymouth do not now offer training in ESL on a regular basis though both institutions have staff members with TESL expertise.

3. Vermont

Vermont is the only state in Northern New England with full-blown ESL Teacher Training Programs. The school for International Training in Brattleboro offers the Master of Arts in Teaching ESL. It may be completed either during the academic year or during two successive summers plus a supervised teaching internship during the intervening year. The program requires 32 credit hours.

St. Michael's College in Winooski offers three programs in TESL: a six week Summer Institute, an Advanced TESL Certificate Program, and a Master of Arts in TESL. The Summer Institute (a nine-credit program) may be taken either as a "terminal" training program in some aspect of ESL or as an introduction to the other two programs. The Advanced TESL Certificate Program consists of 18 credits. It may be completed in two summer sessions, during two regular semesters, or on a part-time basis . The Master of Arts in

TESL consists of 36 credit hours. The program may be completed either during the academic year or summer session or a combination of both.

B. State Agencies

1. Maine

The Department of Educational and Cultural Services provides technical assistance to any school or school district upon request. In addition the Department sponsors an annual training workshop for all ESL staff in the state. In 1984, the statewide workshop will be held in Portland on November 9. The Department also sponsored a Refugee Training workshop on September 28.

2. New Hampshire

The Office of Adult Basic Education provides workshops on demand in all areas of the state. Most often these workshops are designed to give basic ESL training to tutors in the Adult Tutorial Programs. ABE, also periodically holds statewide workshops for staff members under its jurisdiction. Occasionally, the office conducts methodology classes for ESL personnel. The office also has sent out a newsletter and other professional information from time to time.

The Office of Equal Educational Opportunity provides on-site training sessions, on request, at public schools all over the state. In addition, EEO has sponsored long-term workshops led by ESL professionals for large groups of ESL instructional staff.

The Office of Bilingual/Multicultural Education occasionally sponsors workshops of interest to ESL teachers. For example, a Language Development workshop was held in Manchester on 9/26/84.

3. Vermont

The Bilingual Education Project in Burlington runs an In-service Training Program for teachers and guidance counselors. This program includes a component on ESL methods. Graduate credit is available through cooperation with St. Michael's College.

The Rural Educational Center provides training to ESL staff in Vermont's public schools.

4. Other

The Office of Refugee Resettlement recently contracted with the National Institute for Planned Change to offer an ESL workshop on "Pre-employment Instruction in the Overseas Refugee Traning Programs."

This workshop was held in Concord, N.H. on Sept. 13, 1984, and was offered to refugee educators, curriculum developers, social service professionals, job counselors/developers and others who work with refugee clients.

IX

Certification in ESL

A. Maine

The Department of Educational and Cultural Services has provided guidelines for the establishment of ESL certification in Maine but to date these recommendations have not been acted upon. Those full-time teachers now employed in Maine's public schools must have certification in some other teaching area although some of these individuals do have extensive backgrounds in ESL. There are no rigid requirements regarding the ESL background of part-time staff.

B. New Hampshire

New Hampshire adopted ESL certification in 1974. This action followed the submission of guidelines by a specially commissioned panel of ESL professionals. Since there are no ESL programs in degree granting institutions in N.H., all candidates for ESL certification must go through Alternative III, a process whereby each candidate submits credentials for evaluation by the Office of Teacher Certification and subsequently faces a Board of Examiners who recommend for or against. To date approximately 20 persons have been certified in ESL in N.H.

C. Vermont

At the present time, Vermont does not have certification in ESL.

X

Support Network and Consultation

It would appear that there is a good deal of "reinventing the wheel" in ESL instruction in Northern New England. Among the reasons are that many ESL teachers are isolated, working with only a few students, and are not adequately supported by colleagues or superiors.

The need for ESL instruction is often considered a "crisis" by regular staff members and administrators. If these individuals know where to turn, they will seek help, but they often will not maintain the kind of support necessary to make a program successful.

There is, in each of the three states, the potential for an adequate support network and a sufficient supply of experts to provide consulting services. The need is to make these resources known to the people in positions of responsibility so that they in turn can provide information and contacts to the ESL professionals in the field.

That is one of the principal objectives of this report, but it will require that each of us who is involved in NNETESOL actively seek to disseminate information to our colleagues and superiors in Northern New England.

Furthermore, it is up to the membership of NNETESOL to make the professional organization work - by establishing a support network, by providing professional expertise on an individual or group training basis, and by offering political clout to achieve our professional goals.

APPENDICES

I

ESL in Public Schools

A. Maine

Program site	# students	# ESL staff
Augusta	46	1 PT, 2 FT
Bangor	38	6 PT
Berwick	9	
Biddeford	16	1 PT, 1 PT aide
Calais	166*	6 FT aides
Camden		
Cape Elizabeth	2	
Dover-Foxcroft	4	
Falmouth	7	1 FT
Farmington	15	1 PT, 1 FT, 5 vol. aides
Gardiner	6	2 PT
Houlton	1	
Jackman		
Kennebunk	11	
Lewiston	25	3 PT, volunteers, Chapter I
Limestone	16	1 FT aide
Lisbon Falls	3	
Madawaska	484**	8 FT aides
Old Orchard Beach		
Portland	32	2 FT, 1 tutor, 4 aides
Rockland		
Saco	5	2 PT
Sanford	56	2 FT, 5 aides
Scarborough	2	
South Berwick	12	1 tutor
South Portland	50	3 PT
Topsham		
Waterville	1	
York	1	

*These are Indian (Native American) children
Indian Township - 99
Pleasant Point - 67

**This is a French/English bilingual program in which all children K-6 are involved.

B. New Hampshire

Program site	# students	# ESL staff
Allenstown	6	1 PT aide
Berlin H.S.	3	1 PT
Claremont		
Concord		
Conway	1	
Derry		
Derry Village	2	1
Grinnell	4	
Dover(Woodman Park)	11	1 PT, 1 PT aide
Exeter	6	1 tutor
Hooksett	5	
Jaffrey	10	1 PT
Keene		
Wheelock	3	
High School	3-4	
Laconia		
Middle	1	1 PT aide
High School	3	1 PT
Lebanon		
Jr. High School	11	
High School	2	1 PT
Littleton		
Lakeway	1	1 vol. tutor
High School	1	1 PT
Manchester		
Central High School	15	1 FT
Webster		2 FT
Merrimack (High School)	2	1 PT
Merrimack Valley	3	1 PT
Milford	3	1 PT
Nashua	33	2 FT, 1 PT
Northwood	3	2 PT
Oyster River	2	1 PT
Peterborough (Conval)	10	1 PT
Portsmouth (High School)	5	1 PT
Profile	1	1 PT
Rochester		
McClelland	2	1 PT
Spaulding Jr. H.S.	1	
Sanborn	2	1 PT
Thorntons Ferry		1 PT
Windham (Golden Brook)	1	1 PT

C. Vermont

I have been unable to obtain specific figures for ESL in Vermont schools except as follows:

Burlington Bilingual Education Project	35	2 FT
Burlington High School		
Colchester		
Champlain Valley Union		
Essex Junction		
Milton		
South Burlington High School		
Rice Memorial		
Middlebury High School	8	1 FT

The Rural Education Center reports that 35/62 districts have LEP's; there are approximately 400 LEP's in Vermont public schools. There are four full-time ESL teachers in the public schools. There are also 10-12 part-time tutors.

II

ESL in Adult Education

A. Maine

Program site	# students	# ESL staff
Augusta		
Bangor	15	2 PT
Belfast	3	1 PT
Biddeford	29	3 PT, 1 aide
Brunswick		
Caribou	5	1 PT
Dover-Foxworth	2	1 PT
Farmington	28	8 PT, 25 vol aides
Gardiner		1 vol aide, 2PT
Kennebunk		
Lewiston	19	1 PT, 17 vol aides
Litchfield		
Lubec		
Orono	35	1 PT, 1 vol aide
Portland	150	6 PT, 3 vol aides
Presque Island	2	1 PT
Rockland	3	1 PT
Rumford		
Saco		
Sanford		
Skowhegan	4	1 volunteer
South Paris	1	1 PT, 1 vol.
South Portland	43	3 PT
Topsham		
Van Buren		
Waterville	32	1 FT, 3 PT, 23 vol. aides
Wells	3	1 PT
Winthrop		2 PT
York	4	1 tutor

B. New Hampshire

1. Adult Education/Adult Basic Education

Program site	# students	# ESL staff
Berlin		

Claremont	4	1 PT
Concord	60	1 coordinator, 1 VISTA vol. 4 PT, 38 vol aides
Derry		
Dover	45	3 PT
Keene		
Littleton		
Manchester		
Nashua	45	2 PT
Peterborough	12	1 PT
Portsmouth		
Salem	31	3 PT

2. Adult Tutorial Program

Program site	# students	# ESL staff
Claremont	2	2 vol. tutors
Concord	(see ABE data)	
Exeter	14	13 vol. tutors
Franconia		
Keene	43	3 PT, 34 vol. 2 vol aides
Laconia	5	3 vol tutors
Manchester		
Nashua	10	9 vol tutors
Rochester		

C. Vermont

Barre
Bennington
Brattleboro
Morrisville
New Haven
Newport
Rutland
St. Albans
St. Johnsbury
Springfield

NO DATA AVAILABLE

III

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Charlestown Rd.
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C. Private Agencies

1. Maine

Ms. Nazaré Conway
Diocesan Human Relations Services
Refugee Resettlement Program
171 Lancaster St.
Portland, Maine 04101
207-773-1544

Jim Hazen
Literacy Volunteers in Maine
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2. New Hampshire

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603-669-3100

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3. Vermont

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4. Other

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D. Institutions of Higher Learning

1. Maine

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Ed Amoroso
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IV

Resources

Boose, Robert E., "Report of the Maine Department of Educational and Cultural Services Pursuant to Requirements Set Forth in Private and Special Law 1983 Chapter 52: An Act Concerning State Assistance to Areas Affected by Non-English Speaking Immigrants and Refugees", Augusta, Maine, March, 1984.

Oxford-Carpenter, Rebecca et al Demographic Projections of Non-English-Language - Background and Limited-English-Proficient Persons. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1984.